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ABSTRACT

The goal of this booklet is to identify and present essential concepts and generalizations within the structure of knowledge of the social studies. The basic rationale rests upon the following assumptions: 1) the development of concepts and generalizations should be given primary emphasis over retention of facts in teaching the social sciences; 2) total coverage within a subject is often neither necessary nor desirable; 3) the inquiry or discovery approach can be used to advantage; and, 4) the content of social science courses should be based on interdisciplinary and cross cultural approaches. Classroom experiences should draw on a variety of stimuli thus the multimedia approach seems appropriate. The basic strategy for using this conceptual framework begins with planning for instruction. Once knowledge is classified, teachers are free to set specific cognitive objectives, and to choose content and teaching methods to implement the objectives. This booklet will be considered successful if the student has gained: 1) knowledge of factors shaping human behavior; 2) awareness and appreciation of past and present civilizations; 3) awareness of alternative solutions to social problems; 4) comprehension of human interdependence; 5) competency in knowledge and information utilization; 6) a commitment to equal rights and opportunity; 7) critical skills to examine his values, and others; 8) a realistic self-concept; and, 9) the skills to function in a world of change. (Author/SBE)

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SOCIAL STUDIES

CONCEPTS and GENERALIZATIONS

a framework for curriculum development

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FOREWORD

The compilation of the concepts and generalizations contained in this booklet began early in the life of Project DISCUSS. At that time, it became apparent that new guidelines were needed to reorient curriculum development efforts toward an educational format that would afford more significance and universality for every generation of students in our highly complex and rapidly changing society. Project DISCUSS is indebted to Dr. Dorothy Fraser, Professor of Education at Hunter College, and Mrs. Verna Fancett, Chairman of the Social Studies Department, Jamesville-DeWitt High Schooi, DeWitt, New York, for the many ideas and recommendations each contributed during Project sponsored workshops and consultation sessions.

Before publication in its present form, the booklet had been mimeographed and distributed throughout the schools in the eight towns serviced by Project DISCUSS. The favorable comments by teachers and administrators motivated the project to seek a means by which the booklet could be disseminated on a broader scale. It was with enthusiasm and gratitude that the project staff received the news that the Title III office would make available funds to reproduce the booklet in its present form.

The Project gratefully acknowledges the efforts of Dr. Roger Richards, Title III Coordinator, and Dr. Arthur E. Soderlind, Social Studies Consultant, for their assistance and cooperation in making the distribution of **Social Studies Concepts and Generalizations** possible.

Charles A. Herrick
Director, Project DISCUSS

INTRODUCTION

In considering the "new social studies," discussion invariable turns to "Conceptual Teaching". Today the trend is toward less emphasis on facts per se in the classroom and more emphasis on using facts to develop abstract knowledge; i.e., concepts, generalizations, and principles. The goal is one of equipping students with a structure of abstract knowledge in an attempt to provide a framework which facilitates the organization, utilization, and even memorization of information. Closely related is an incereased emphasis on thinking processes and skills.

The "new social studies" has yet to reach many classrooms throughout the country and even where it has reached, there are those who, sired in the tradition of rote memorization, are befuddled and fustrated by a concept-oriented curriculum. The tendency toward innovation is pitifully slow in an age which demands rapid change.

While most experts agree that the development of concepts and generalizations is the core of modern teaching, there is little unanimity in defining the terms. The purpose of this introduction is to clarify the terms and illustrate how a child develops abstract knowledge. In addition the planning of curriculum and its related teaching strategies will be briefly discussed. The introductory information, combined with the concepts and generalizations presented in this booklet, may enable teachers to more effectively evaluate existing materials and offer some assistance in developing plans for teaching abstractions.

That knowledge consists of the "intellectual products people have developed through psychological processes" is probably an assumption acceptable to most educators. This booklet is primarily concerned with two aspects of the structure of knowledge, namely, concepts and generalizations. However, brief mention should be made of the role of facts in the learning process. Verifiable facts form the lowest level in the knowledge structure. There is certainly no question about the necessity of facts in the educative process. Facts are essential to the development of concepts and are needed to support both concepts and generalizations. The teaching of facts is so prevalent in classrooms today, there is no need at this point to emphasize their inclusion in the curriculum. It is important, however, to stress that teaching facts without relating them to meaningful concepts is ineffective and pointless. As Bruner has pointed out, facts have "a pitiable short half-life in memory" unless they are tied in a meaningful way to concepts and generalizations.

The term concept has been defined in many ways, but the basic content of all definitions is strikingly similar. A concept is an abstraction, [1] a general idea expressed by a word which represents a class or group of things or actions having characteristics in common. [2] A concept is a "relatively complete and meaningful idea in the mind of a person" associated with "the symbol for a class of things, events, or ideas." [3] The concept, dog, for example, includes dogs of all colors, sizes, and breeds but excludes horses, cats, foxes, humans, and other living beings. At a more abstract level is the concept revolution, which includes a variety of situations in which drastic changes have taken place rapidly (the American Revolution, the Industrial Revolution, etc.), but excludes changes that have occurred gradually over a long period of time. Practically everything in man's experience is classified symbolically in words, signs, or gestures.

A concept, then, is the abstract body of meaning which an individual associates with a symbol for a class of things, events or ideas. The concept is abstract because it consists of meaning not associated with any particular example of class but with all possible members of a class. The concept is simply the mind's way of generalizing many specific members of the class (as airdales, great Danes, poodles, mongrels) into one nonexistent model, dog.

Another meaningful approach to a study of concepts is the following working definition taken from the Syracuse University Social Studies Curriculum Center. [4] They conclude that a concept is:

"1. An individual's own way of making meaning of things he has experienced.

2. A mental image which assists a person in classifying his experiences, and which continually changes as his experiences accumulate.

3. An abstraction or general idea in the mind of a person which represents a class or group of things or actions having certain qualities or characteristics in common.

4. A synthesis of a number of things an individual has experienced and conclusions he has drawn about his experiences.

5. Represented by a verbal symbol which indicates the real content of the insights and meanings the word evokes in the mind of an individual".

Student acquisition of a concept can be evaluated, not merely through observing the student's ability to define the concept, but rather by evaluating a multiplicity of observable behaviors. For example, the child who has grasped the concepts of production and consumption can classify correctly a series of pictures of people engaged in production or consumption activities.

As the student develops a grasp of important social studies concepts, he is ready to use them to build generalizations. A generalization is an understanding of a relationship between or among concepts. It is a link-

age of concepts and usually takes the form of a hypothesis, inference, or other generalized statements. A generalization is a higher level abstraction than a concept and by its very nature it has a meaning that is greater than the total of its constituent parts.

Generalizations are based in inferences rather than direct observation and are derived from reasoning. Thus, the child can develop the generalization that "all people are consumers" without observing every person in the world in the act of consuming. A generalization can be tested for validity. The child can observe many cases of people engaged in consumer activities, and can note that he can find no cases of persons who are not consumers. As in the case of concepts, the student's ability to state a generalization in words is not sufficient evidence that the generalization can be used to advantage by the student. Proof of his understanding comes from observable behavior that is based on his internal comprehension. For example, he will be able to recognize situations that illustrate the generalization and explain how it applies. At a more mature level, he will be able to use the generalization as a tool in his study. Thus, if the learner values the generalization, "Important events and developments result from multiple causes," he will not be satisfied with a single-factor explanation such as "Impressment of U. S. seamen by the British caused the War of 1812" but will search for the various factors that might have been involved.

In developing this book, a limited number of major social studies concepts and generalizations were identified. The list ranges from simple to complex and although not all inclusive, it represents a rather precise sampling of the concepts that have been identified as significant ones by the major social studies projects in the country.

Concepts and generalizations were included on the basis of affirmative answers to such questions as these:

1. Do these concepts represent significant ideas in the substance, methods, and values of the disciplines represented in the social studies?
2. Does the understanding of these concepts enable the student to develop more advanced concepts?
3. Are these concepts needed for the student to arrive as generalizations important in his life and in developing an understanding of man in society?
4. Do the concepts and generalizations represent what we believe the student nneds to know by the time he has completed his formal education? [5]

The basic rationale for this booklet rests upon the following assumptions:

1. The development of concepts and generalizations should be given primary emphasis over retention of facts in teaching the social sciences.
2. Total coverage within a subject is often neither necessary nor desirable.

3. The inquiry or discovery approach can be used to advantage.
4. The content of social science courses should be based on interdisciplinary and cross cultural approaches.

In short, the goal of this booklet is to present essential concepts and generalizations upon which a social studies curriculum could be built. Tentative agreement has been reached on these concepts which must be built progressively into a curriculum. The authors of the booklet are aware that non-material concepts involve a high degree of abstraction and this fact has been kept in mind in their attempts to find, and even construct in part, a curriculum. Recognizing that concepts are not "given" to a learner, but are rather developed on the basis of his own experience, this booklet presents a curriculum pattern that will provide students with the many and varied special experiences necessary for conceptual development. Procedures should give the student the necessary ability to form his own generalizations, rather than simply memorize them as a result of expository teaching.

Concepts are born in the classroom out of a stimulus provided by the teacher and the curriculum. From the sensory experiences of the student and his resultant thought, concepts are formed. Concepts undergo continual reorganization and expansion on the basis of accumulating experience. Since each individual builds his own concepts, it is necessary for the student to be exposed to a variety of sensory experiences in the classroom. Classroom experiences should draw on a variety of stimuli, thus the multimedia approach in the calssroom seems appropriate.

The manner in which the student reaches for new experiences in the classroom is as important as the content to which he is exposed. Today the trend in the social studies is toward more emphasis on discovery or inquiry approaches. Such approaches involve the student in collecting and organizing data for himself as opposed to being presented with information and conclusions by the teacher or the textbook. The goal is for the learner to recognize relationships between ideas, values, or processes that he has never perceived before. As he works, facts are tied together to form concepts and the realization of relationships results in the development of generalizations.

While the superiority of discovery approaches is yet to be conclusively demonstrated, it is felt that their increased use in the classroom is justified on the basis of research now available. It should be noted, however, that the best results in the classroom can probably be attained through combining discovery and expository methods. Each has its values. Discovery "episodes," appropriately spaced and woven into a year's work, can help the learner grow in his command of the skills needed for independent inquiry and rational thought. They can also enable the learner to gain more from expository materials by giving him insight about how the conclusions presented in such materials were reached. Discovery is a time consuming process, and there is not enough time for pupils to "discover" all the knowledge they need to command. "Reception learning," based on expository materials and methods, has

the advantage of enabling the individual to explore a wide range of knowledge and ideas with minimum expenditure of time. For these reasons, a combination of discovery and expository approaches is recommended.

The basic strategy for using this conceptual framework begins with planning for instruction. Once knowledge is classified in terms of facts, concepts, and generalizations (i.e, the elements of abstract knowledge are identified), teachers are free to set specific cognitive objectives and choose content and teaching methods to implement the objectives. The curriculum thus becomes a tool to help the student associate different levels of knowledge and reach the specified goals. If it is to be effective, the curriculum plan derived from this conceptual framework must help the student to interrelate the appropriate cognitive elements in such a context that he is able to create meaningful abstractions.

GENERAL GOALS

This booklet was designed as a step toward accomplishing the following basic aims and will be considered successful if the student has gained:

1. Knowledge of the factors shaping human behavior
2. The skills to utilize knowledge
3. An appreciation of the contributions made by past and present civilizations
4. An awareness that alternative solutions to social problems exist
5. A comprehension of the interdependence of people
6. A competency in locating, compiling and weighing the evidence and data necessary for making decisions
7. The insight that culture determines values and institutions
8. A commitment to the proposition that equal rights and opportunity are essential in a pluralistic society
9. Skill to critically examine his values, the values of others, and to formulate a personal philosophy
10. A desire to actively participate in society socially and individually in accordance with one's personal
11. A realistic self concept
12. The skills to function in a world characterized by change

Knowledge of the Factors Shaping Human Behavior. — Men of today are no longer hindered by geographical barriers nor are they protected by them. The people of the world confront each other on a daily basis and must resolve the problems resulting from the confrontations.

The "social" in social science implies the study of man as a social being. Men cooperate with each other in order to produce an environment where personal fulfillment and the advance of society is possible.

In order to accomplish this, it is essential that mankind possess the social skills necessary for working together effectively.

Human behavior is the thread that weaves the cloth of social science. To teach any aspect of the social studies and fail to relate it in terms of its influence on human behavior is to leave a task half completed. An effective curriculum makes provision for the complete task by emphasizing how the material taught plays a role in the actions of man, past and present.

The Skills to Utilize Knowledge. – Teachers of the social sciences have been accused of teaching useless knowledge; unconnected facts which have no practical value. Knowledge, if interpreted as the acquisition of a body of facts, is alone of little value to the student.

Today the social sciences are undergoing an upheaval similar to that experienced earlier in science and math. The new trends in social studies emphasize skill in utilizing knowledge rather than transitory facts which are of little lasting value.

An effective social science curriculum makes provision for the development and utilization of the skills needed to recognize and attack social problems. The skills should be incorporated in a well planned structure and measured through the evaluation of behavioral objectives.

Whick skills are essential? Many projects and authorities in the social sciences have organized the essential skills involved in a method of inquiry in sequential steps. The following structure was developed by the Carnegie Curriculum Center and is recognized as one of the better schemes for conducting independent investigations.

Steps in a Mode of Inquiry for the Social Studies:

a. Recognizing a problem from data
b. Formulating hypotheses
    - Asking analytical questions
    - Stating hypotheses
    - Remaining aware of the tentative nature of hypotheses
c. Recognizing the logical implications of hypotheses
d. Gathering data
    - Deciding what data will be needed
    - Selecting or rejecting sources
e. Analyzing, evaluating and interpreting data
    - Selecting relevant data
    - Evaluating sources
        - Determining the frame of reference of an author
        - Determining the accuracy of statements of fact
    - Interpreting the data
f. Evaluating the hypotheses in light of the data
    - Modifying the hypotheses, if necessary
        - Rejecting a logical implication unsupported by data
        - Restating the hypotheses
    - Stating a generalization [6]

Authorities in all of the social studies disciplines have identified various skills in their field of study. It is the intent of this curriculum to identify the skills of inquiry in each discipline and to incorporate them at the proper levels.

An Appreciation of the Contributions Made by Past and Present Civilizations. — The Record of Past Civilizations is the Diary of Mankind. Few events of today's world are new. A knowledge and appreciation of the solutions that man has applied to past issues frequently enables him to predict possible outcomes to various problems presented in today's civilization. In fact, the present becomes impossible to understand without knowledge of the past.

All decisions are influenced by earlier decisions and encounters with problems. This may be applied to an individual or to man as an entity. The past becomes the pedestal from which one may observe to understand the present. From an understanding of our historical roots, insight necessary to meet problems of the future is acquired.

An Awareness That Alternate Solutions to Social Problems Exist. — The societies which have provided for the greatest diversity within civilization are those which in the long run have contributed the most to the progress of mankind. When a society provides for a single or few alternative solutions to problems, it may be easier to govern. However, when society has been forced into such a mold, it shrivels and dies. Society must not be limited by restriction but must be free to develop in multiple directions.

Many social problems exist within our society. The student must remain aware that a solution may not necessarily be the only solution to a problem, and that numerous alternatives may be possible. Retaining open minds and being prepared to listen to and accept new points of view are essential prerequisites to problem solving.

A Comprehension of the Interdependence of People. — Democracy is a way of life which theoretically considers the rights and values of each individual in a group. It expects each individual to share in the duties and responsibilities necessary to insure the welfare of all. The realization of self develops through contact with others. The problems of society are usually solved through group cooperation. An effective social studies program should develop the concept of interdependence by making provision for the functioning of the individual in many group situations.

The very young child, if he is to participate in his own social world, must understand his responsibilities in society and the various responsibilities of those about him. He must recognize one's dependence upon others: his family, community, country, and world.

With an understanding of the importance of the interdependence of scoiety within the immediate environment of the child, a foundation will be formed for an understanding of world interdependence. It is only with an appreciation of the dependence of one nation upon another that world peace and global harmony can prevail.

The concept of world interdependence is well expressed in a bulletin issued by the California State Department of Education: "All nations of the modern world are part of a global interdependent system of economic, social, cultural and political life."

A social studies curriculum must meet the challenge of developing the understanding of interdependence of people at home and abroad.

A Competency in Locating, Compiling and Weighing the Evidence and Data Necessary for Making Decisions. — The acquisition of knowledge without understanding has little value. It is only through the understanding and use of knowledge that attitudes can be developed and decision making can be encouraged.

Since the growth of a democracy is dependent upon the free and competent decision making process of its citizenry, it is the responsibility of a good social studies program to provide the opportunities for the development of these skills.

Decision making requires the ability to draw information from readings, discussions, lectures and audiovisual presentations. To give meaning to this information, fact must be separated from opinion, and the results must be analyzed in a critical manner to provide the framework for the solution of a problem.

A social studies program that develops such skills should help to develop independent thinkers in a free society.

The Insight That Culture Determines Values and Institutions. — Culture is the man-made environment. It refers to man's social heritage and all the knowledge, beliefs, customs and skills he acquires as a member of society. Since all human beings are products of a culture, the student can understand man only in the context of the values and institutions which have been created in order to make society function.

A Commitment to the Proposition That Equal Rights and Opportunity are Essential in a Pluralistic Society. — Pluralism is a pattern that has developed within the social organization. A pluralistic society contains many groups which represent important divisions of interests and values. A democratic society must develop the essential awareness through the social studies that diverse groups are entitled to equal rights and opportunities. The denial of rights and opportunities is undemocratic and a threat to our basic freedoms.

Skill to Critically Examine His Values, the Values of Others, and to Formulate a Personal Philosophy. — With the intensification of pluralism in our society, either the existence of an absolute value system or the inculcation of a selected value system would only reinforce existing social disintegration. If human understanding is to be furthered, it is essential that each student develop the skill which will permit him to recognize that individual behavior has meaning only in relation to the value system he has internalized.

A Desire to Actively Participate in Society: Socially and Individually in Accordance with One's Personal Philosophy. — Apathy is a constant threat to the existence of a democratic society. The present state of

world affairs has been created in part by members of society who have shown little or no concern for the world around them. Man cannot merely live in a society; he must take some responsibility for what that society does.

An individual's action in exercising leadership should reflect his personal philosophy. He should not act blindly as someone else guides him or as others expect him to, but rather should use his personal philosophy as the criteria to check his proposed actions. The basic idea of participation should be introduced early so that the student can make it part of his personal philosophy.

A Realistic Self Concept. — Any period of rapid social and technological change brings man to ask questions about his role in the totality of life. "Who am I?, How do I fit into the total scheme of things?", "What is my contribution to life and the world?", "Is my contribution worthwhile?" Answers to these questions help man to define himself.

In order to answer these questions, one must be able to analyze his personal assets and liabilities as well as the situation in which he lives. Because there are changes and they occur so rapidly, these questions cannot be answered dogmatically, but must be constantly faced and dealt with so that an individual can discover where he stands in the total picture of life.

The Skills to Function in a World Characterized by Change. — In an era where the futurists predict that gross knowledge will increase in a geometric progression, it would appear to be a reasonable assumption that the only thing certian is that uncertainty will prevail and change will predominate. Under these conditions it is apparent that social science education cannot provide a body of knowledge for the unpredictable. If a program of social science education is to be effective, it must reach a reconciliation with change by providing the student with the ability to meet unforseen events by developing a firm conceptual base combined with the skills to apply it to new situations.

THE MAJOR DISCIPLINES

Anthropology. — Anthropology is a comparative study of man, a link between the biological and the social sciences. It is usually divided into two main branches; physical anthropology and cultural anthropology. Through study, an understanding of man's evolution based on his physical and cultural adaptations to his environment is possible.

Physical anthropology is the study of man's relationship to the evolutionary process. Physical anthropology includes the study of genetic differences among men and biological adaptations to various physical environments. Through physical anthropology a knowledge of the emergence of man over the last billion and a half years promotes an understanding of him, his relationship to other living creatures, and the implications for the future change.

Cultural anthropology is the study of the man-made environment. It includes analysis of the inventions, language, beliefs, values and customs of man. Cultural anthropologists are concerned with the patterns of be-

havior that are passed on from generation to generation by a group of people. From these patterns of behavior evolve the culture of the group. The cultural anthropologist examines how man's actions and inventions change culture and how culture determines the actions of man. Animals respond to the environment primarily through instinct, man's response to the environment is culturally determined.

Economics. — Economics is the social science which studies human behavior in relationship to scarcity. The fact that at all times man's material wants far exceed the material resources available to fulfill these wants forces him to make choices. Because economic decision making is universal, all societies have developed an organized institutional framework for making these choices. The type of economic system a society will develop depends in a large measure on the value system held by that society. Regardless of the type of system developed, it must answer the following basic questions: What shall be produced? How shall the goods or services be produced? How shall the benefits of the production be distributed?

Throughout history man has striven for greater economic efficiency. The primary manifestation of this effort has been increasing specialization. Specialization has occurred in occupations, technology and geography. With increasing specialization the exchange of goods became mandatory and was facilitated by the use of money.

The production of goods or services is the result of the combination of elements or factors of production; i.e., land labor and capital. The task of the entrepreneur is to combine these factors.

Our society has developed a mixed market economy in which individuals are relatively free to own productive resources and to utilize them in the process of production as they see fit. Profit is the incentive to produce in this type of economy. The prime institution for the allocation of resources is the market which operates in accordance with the laws of supply and demand. Because of the absence of pure competition and the need for efficiency, government has taken an active role in regulating and producing public goods.

Geography. — Geographers are concerned with phenomena associated in space. This study includes an analysis of the interrelationships between earth features and human use and activity for the purpose of understanding the character of the landscape.

One of the basic concepts for inquiry into geography is a spatial distribution which is study of the same kinds of objects as a set. In order to understand the total characteristics of a set of objects, the following must be considreed: pattern, density and dispersion. Pattern is descriptive of the shape of similar phenomena over an area, while density describes the total number of objects in an area. Dispersion refers to the spread of objects over an area.

Another basic concept of geography is areal association. Areal association is the comparison of the characteristics of a particular special distribution. The purpose of this comparison is to explain the type of

spatial distribution and its particular characteristics. Comparisons are best made by using the original distributions as a barometer against which to measure and compare later distribution and their particular characteristics.

A third basic geographic concept is spatial interaction. Spatial interaction refers to the communication between places and movement of people and goods. An understanding of the degree and type of spatial interaction which occurs in an area helps to explain the characteristics of the area being studied.

The last of the basic concepts is diffusion. Diffusion is the transmission or spread of an idea or an object from place to place. The rate of diffusion may vary depending on the rate of spatial interaction.

History. — A study of history involves more than the record of what has happened in the past. History is as dynamic as man is himself. The inquiry into man's total experience serves as the integrative and cohesive force within the social sciences.

History forces us to bear witness to the fact that change has been the universal condition of society, while clearly demonstrating that change is not synonymous with progress. Change is realized as a product of multiple causation and conflict the product of social upheaval.

History provides the arena wherein inquiries are made into the motivating forces or values which societies have developed, while permitting a detached view of the casual relationships between values and actions.

The methodology of history is the true structure of the discipline. It is within the process of inquiry into man's past experience that the following key elements emerge:

1. The historian depends heavily on primary sources.
2. Generalizations are based on careful evaluation and interpretation of primary sources.
3. In evaluating the sources, the historian considers the time lapse involved and also strives to delineate bias.
4. The historian is constantly reinterpreting his conclusions in the light of new information and the interpretation of an historical event is viewed as an ongoing process.
5. In forming generalizations and conclusions, the historian is cognizant of the fact that his frame of reference plays a vital role in the interpretation of an event.

Political Science. — Political Science has been described as the study of the way that men make authoritative allocations of values that bind a whole society. The focal point of political science thus becomes a study of men and the institutions they create to make these binding decisions. A study of political science must concern itself with the manner in which men interact with each other and their environment. This behavior becomes more complex as we move from the family to the school, the local community, the nation, and finally the world. Politics emerge when individuals recognize the need to develop authoritative ways of sharing or distributing valued things — material and non-material.

With the American political system we find not only the formal structure of government — Congress, President, Supreme Court — but also individuals outside of the government that work through sometimes less formal "political system groups" and help make binding decisions through political parties, special interest groups, and smoke filled rooms. An analysis of the political process leads inevitably to the question of who really makes the important decisions in society.

Past history has revealed many different types of political systems. with varying degrees of popular participation. Within each political system is the focal point of power — "the ability of men to compel or influence the actions of other men." Recognition of power as legitimate is called authority.

Political systems, like society and environment, are in a constant state of flux. The ability of a political system to change may well be a measure of its stability. Problems such as the requirements for political stability, the forces of revolution and decay, and political development and change, all require solution and choices. Political systems, interacting with each other, form the basis of conflict which is often evident in the propaganda of war and international unrest.

Since political systems involve making choices, a system of political ethics has developed. A knowledge of the sources of these ethics is necessary for political understanding.

At the core of a political system is the individual. A study of interdependence, politics and political ethics aim invariably at the role of the individual in his relationship with a political system.

Psychology and Philosophy. — Psychology helps man to understand his own behavior and to understand the behavior of others. As a result of hereditary and environmental factors, behavior is in the state of constant change. Each individual contributes of his own talents and skills according to his own uniqueness. These contributions enrich the lives of us all, regardless of how small or unimportant the contributions might seem.

Acceptable behavior is the result of learning and maturation. Maturity is the willingness of an individual to accept what another person or society can do for him, yet not make excessive demands on either. An individual must learn the social skills necessary to function efficiently and effectively in society. These skills are learned. Man can change his behavior through learning and can also change his environment. Learning and maturity enable the individual to meet problems successfully and relate well to others.

The groups in which individuals function contribute to the development of personality. Childhood experiences are an important determiner of adult personality. The study of other people and species help us to study our own personalities. Since mental illness and delinquency are social problems,a study of deviant personalities is important.

Values are important in our moral and spiritual lives. The values suggest patterns of motivation. Obedience, loyalty, truth, religion and self-control are all values which cultivate character and personality. A

respect for the rights of others requires an understanding of races, nationalities and religious groups.

All human beings have needs — physical, psychic and spiritual. Many of these social needs are satisfied through group cooperation.

Sociology. — Man is a creature who lives in groups. In order to understand him, the groups that he forms must be studied. Knowledge of man is increased through search for answers as to why he forms groups, how he goes about forming them, and what controls these groups have over an individual. Sociology is concerned with groups and the answers to the above questions.

Each society develops its own culture. "Culture" consists of all of the knowledge, beliefs, customs and skills that a society imparts to its members. Certainly portions of a culture are borrowed or adapted from other cultures, but some portion of it is unique. Sociology is primarily interested in that part of culture which defines the norms and standards for human behavior. Norms and standards can be termed "the rules of the game" that one uses to regulate his conduct in life. All societies develop social institutions which are complex sets of folkways, mores and laws.

In order to preserve itself, a society must pass its culture on to its young. The process of transmitting culture is termed socialization. In this process each person develops a sense of social role and social responsibility. The culture of a society as well as all characteristically human behavior is learned from other human beings as one interacts with them.

There are sub-groups in any society and the sociologist is very much concerned with them. One set of sub-groups in which people are placed is termed social class. Each member of society is ranked and placed according to his prestige and power.

No society is going to remain as it presently stands. All societies are in constant change. Sometimes change comes quite slowly, but a social revolution can occur almost overnight. The ever-continuing process of change often produces social disorganization which is merely a way of stating that no society is completely harmonious.

FOOTNOTES

[1] David H. Russell, Children Thinking, (Boston: Ginn & Co.,

[2] L. J. Guillen and L. A. Hanna, Education for Social Competence. (Chicago, Scott, Foresman Co., 1961) pp 2-3.

[3] Herbert F. LaGrove (ed.), A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education, (Washington-The American Association of Colleges for Teacher Education, 1964) pp 2-3.

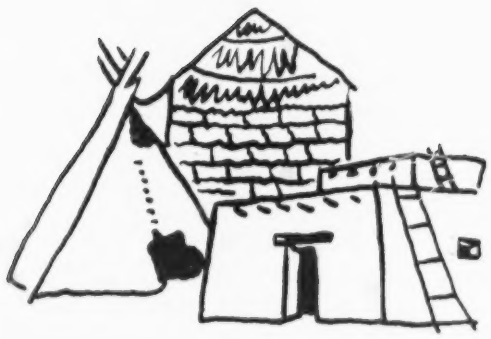
[4] Verna S. Fancett (ed.), Social Science Concepts and the Classroom (Syracuse: Social Studies Curriculum Center, Syracuse University, 1968), p. 4.

[5] Ibid, p. 43.

[6] Edwin Fenton, The New Social Studies, (New York: Holt, Rinehart & Winston, Inc., 1967), pp 16-17.

PRIMARY LEVEL K-2

ANTHROPOLOGY



Culture	Culture makes man different from other animals.
	Culture is man's response to problems posed by the environment and group living.
	Environment affects ways of living.
	Cultures are many and varied.
Evolution	Man has developed over a long period of time.
Family	There are similarities between man's family life and the family life of other animals.
	Family members in all cultures have specific roles and functions.
Invention	As a tropical primate man did not need fire, artifical shelter, or clothing to survive.
	Only man has the ability to make complex tools.
	Tools are extensions of the body and its functions.
Language	Man has the unique ability to communicate in the abstract.
	All men speak a language and can learn the languages of all other men.
	Man's ability to communicate is learned.

PRIMARY LEVEL K-2

ECONOMICS

Factors of Production	Where man lives determines in part what he produces. The climate of an area may limit what man can produce. Men use tools, equipment and buildings to make goods. Workers who have skills usually produce more. Business firms produce most of the goods and services man uses.
Market Economy	In a market economy individuals are free to seek economic gain. In a market economy people are free to own property and to use that property for production.
Money	Money takes many forms. Money makes the exchange of goods easier. The money families spend is distributed amongst many people.
Scarcity	No one has all the things he wants. People must make choices. People have basic needs for food, clothing and shelter. Acquiring goods satisfies some of our needs and wants. Every person is a consumer of goods. Providing goods and services requires effort.
Specialization	People in school and home do many different jobs. People do different kinds of work to earn money.

Specialization increases the efficiency of schools and homes.

Members of the family need one another.

Members of family depend on other people outside the family.

PRIMARY LEVEL K-2

GEOGRAPHY

Areal Association	Different parts of the earth have different climates.
Diffusion	Similarities as well as differences exist in people around the world. Foods and goods are distributed by many carriers including trucks, trains, ships and planes. Communication may control the degree of diffusion of ideas and objects.
Spatial Distribution	Geographic location determines in part how people live. Phsyical environment determines the kind of homes people build. Neighborhoods are composed of people, land, and buildings.
Spatial Distribution	People living in an urban area have a greater opportunity to associate with others. The spread of knowledge links people. A map of a community may reveal patterns of movement.

PRIMARY LEVEL K-2

HISTORY

Cause and Effect	Consequences are the results of our words and actions.
	Laws and rules govern groups and individuals.
	Every culture is formed by customs.
	Decisions and institutions of the past have influenced the present.
Change	Individuals and families change.
	Some things change faster than others.
	Some neighbrohoods change faster than others.
	People have roots in the past.
Historical Method	Everything in print is not necessarily true.
	Magazines, books and newspapers are sources of information.
	Interpretation of historical events should be based on evidence.
Values and Beliefs	Values change as knowledge is gained.
	Variations in time and circumstances produce a multiplicity of values.
	A study of a different group or people may benefit a group or individuals.
	Every person is important in a democracy.

PRIMARY LEVEL K-2

POLITICAL SCIENCE

Change and Stability	Political systems must change in order to survive.
	Political systems must adjust to changes in society.
	To remain stable a political system must solve problems.
	If a political system cannot meet the needs of the people, it may be overthrown peacefully or through force.
Citizenship	Being a good citizen begins at home and at school. It means helping make rules and assuming responsibility for one's actions.
	Creating a political system requires defining mutual rights and duties of both citizen and political system.
Decision Making	Politics develop when men make binding decisions on society.
	The distinction between political and non-political is hard to draw.
	Many activities of the family are based on habit and tradition.
Government	Every community needs some form of government.
	Government is the most important part of a political system.
	Local government pays for services through taxes.
	Many groups outside of government (e.g. pressure groups) participate in the political process.

Ideologies	Conflict and cooperation are found at all levles of human organization. Governments at local, state and national levels may cooperate or compete with each other.
Interdependence	People of the world are dependent on each other for many important things. People are interdependent in the family, in the community and in the world.
Power and Authority (laws)	People follow rules in society through conditioning or force. People need rules in the home and the community. Those who break rules may be punished. The policeman is a symbol of authority. People benefit when everyone obeys the laws. Voters delegate authority directly to the elected officials and indirectly to the appointed officials. People look for justice and order through law.
Values	A functioning society requires basic rules of moral conduct. Rules of moral conduct must be applied to the institutional framework of society. The political structure reflects the values of a society.

PRIMARY LEVEL K-2

PSYCHOLOGY

Learning and Maturation	People must learn to adjust to new situations and to understand the world about them.
	People must learn to feel, think and act intelligently and democratically in order to become useful members of a democratic society.
Personality	Personality is developed through family interrelationships.
	Each person has his work to do, and no matter what it is, the important thing is to do it well.
Social Needs	Children depend on other children for a happy life at home, school and in the neighborhood.
	People seek security, happiness and a feeling of well-being.
Stability	The family has an effect on the child, and the child has an effect on the family.
	A child depends on many adults for cooperation, for a happy, successful home and for successful school living.
Uniqueness	Members of a family differ in appearance and abilities.
	Members of a class differ in appearance and abilities.
Values	Everyone in a family has rights which should be respected.
	Politeness and a sense of fair play are essential in social living.
	Pride and loyalty toward maintaining a good school are important.
	Proper attitudes and proper social behavior must be stressed in the celebration of special days.

PRIMARY LEVEL K-2

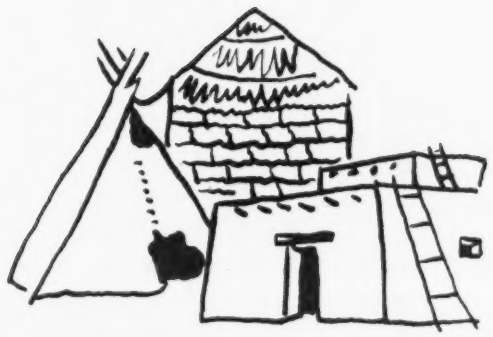
SOCIOLOGY

Change	Individuals are constantly changing; however, change is very slow and gradual.
Disorganization	Social problems may be produced when the values of one group are in conflict with those of another.
Group	Some groups, such as the family, neighborhood play groups and congeniality group, are rather permanent in nature. Primary groups are small, intimate, face-to-face natural groups in which the person is important for himself (e.g. family). Groups exert social control over the individual members of the group through the use of sanctions (reward or punishment).
Institutions	Societies develop specific institutions to carry out the basic functions in a society. Each individual is expected to play some role in each of the institutions of his society. Institutions are characterized by division of labor and specialization. The function of socialization of the new members of the population is carried out by the family and the institution of education.
Interaction	Interaction occurs when the actions of one person cause an action in another person or persons. (Persons mutually influence one another). We learn from one another.

Norms	The individual is expected to abide by the rules. No one can do as he pleases without some form of punishment or lack of acceptance by society. Every person must compromise his own desires and behavior with those of other members of primary and secondary groups.

ELEMENTARY LEVEL 3-5

ANTHROPOLOGY



Culture	Environment and inventiveness have produced great differences in cultures.
	Culture is constantly changing.
	Culture is the product of generations of human invention.
	All cultures provide for the basic needs of group living.
Evolution	Man's physical traits developed over a long period of time through adaptations to environment.
	The evolution of man is continuing and may produce future changes.
Family	As a mammal man needs close contact between mother and child.
	The dependence of man's offpsring on the family is longer than in any other animal.
	The family is the basic means of transmitting culture.
Invention	The control of fire was man's great accomplishment.
	Clothing and shelter were invented as man moved away from the equatorial climates.
	The first clothing was made from skins of animals.
	Agriculture fostered the development of societies.
	Agriculture encouraged the development of permanent shelter and domestication of animals.
	Tool making specialists exist only in organized societies.

Language	Oral, physical and written communication make up language. Languages are in a constant state of change. Communication through language facilitates development of a culture. Language originated from a need to express fears and basic needs.

ELEMENTARY LEVEL 3-5

ECONOMICS

Factors of Production

The quantity and quality of the resources nations possess vary, but all nations have natural resources.

Capital goods take many forms such as, factories, tools and machines, all of which are used to increase productivity.

Producing goods and services provides income.

Human effort, natural resources and capital are necessary for production.

Every economic system develops financial institutions to carry out the economic activities of the community.

Market Economy

Competition creates a wide range of choices for the consumer.

In a mixed market economy, business firms have the freedom to choose which goods to produce.

Individuals become businessmen to make a profit.

Through their demand consumers determine what will be produced in a mixed market economy.

Community goods are produced by government.

Money

Money must be acceptable to all people who use it.

Money permits specialization.

People exchange goods and services for money.

Scarcity	Choices are made whenever money is spent or saved.
	People satisfy their basic needs before they satisfy their wants.
	Some wants are individual while others are collective.
	When existing wants are satisfied, new ones take their place.
	Services are consumed as well as material goods.
	Consumption of scarce goods can only be achieved by production.
	Not all people are producers.

ELEMENTARY LEVEL 3-5

GEOGRAPHY

Areal Association	Places are related to other places in terms of size, distance, direction and time.
Diffusion	Change comes more slowly to some regions than to others. Elements of an older culture are often diffused through younger cultures.
Spatial Distribution	A region is an area with common characteristics. Climatic patterns may determine the rate of development of a region. Population density varies from city to farm.
Spatial Interaction	Trade stimulates the exchange of ideas as well as goods. Modern communication has increased the possibility of understanding differences among people. There is a constant movement of population from rural to urban areas. The variety of communications is directly related to the level of technology of the cultures involved.

ELEMENTARY LEVEL 3-5

HISTORY

Cause and Effect	Nations and civilizations must be able to adapt to change. The well-being of individuals is affected by group decisions. Earlier actions affect present decisions.
Change	Everything is in a constant state of change. Everything considered new has roots in the past. Change makes some things obsolete. Change may help some people while it may hurt others. Change causes adjustments. Violence may expand change.
Historical Method	Original sources should be used as reference sources. Historical records are important in studying events in the past. The accomplishments of mankind are recorded in records, artifacts, and printed documents.
Values and Beliefs	Freedom and rights of one individual must not violate the rights of others. The dignity and worth of the individual are interpreted differently by each society. Value judgements have been formulated throughout history.

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ELEMENTARY LEVEL 3-5

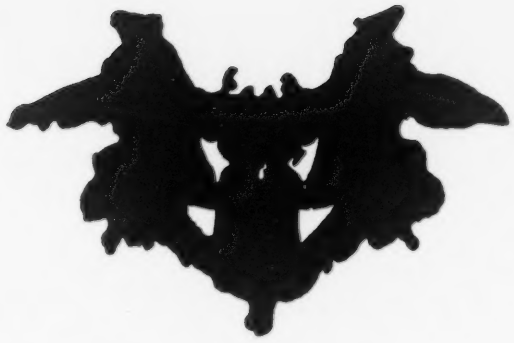
POLITICAL SCIENCE

Change and Stability	Political systems are sometimes guided by a written constitution (e.g. U. S. Constitution).
	Competing political systems within a country may lead to civil war.
	Political systems must change to remain stable.
Citizenship	Some societies believe that man has no rights apart from the state.
	Depending on the kind of society they live in, people have differing rights and obligations.
Decision Making	Central control by government may be necessary during times of crisis.
	Scarcity may require group decisions about allocation of resources.
	People may decide to join together for mutual protection.
Government	There are different ways to choose political leaders.
	Choice is based upon prevailing customs and times.
	In the early town meetings of New England, people made their own laws.
Ideologies	There are many theories regarding the creation of international conflict.
	The struggle for authority by competing states may lead to war.

Interdependence	Specialization in government complicates interdependence.
	Interdependence is limited by a lack of resources, social traditions, language differences or geographic barriers.
	Inventions sometimes increase interdependence.
Power and Authority	Political systems usually use force to back up authority.
	A man who violates the law is subject to punishment.
	Laws sometimes compel us to do things against our will (e.g. pay taxes, serve in the army).
Values	Politicians may have differing standards of conduct.
	Popular control of government is based on honest popular participation in the electoral process.
	Ethics in government pose problems for public officials.

ELEMENTARY LEVEL 3-5

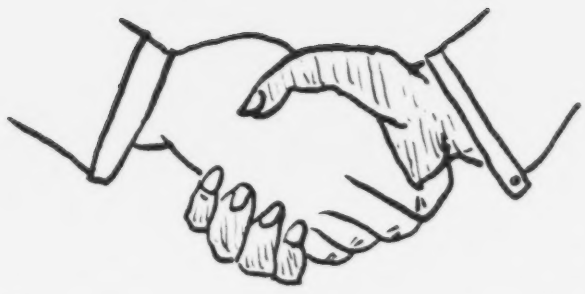
PSYCHOLOGY



Learning and Maturation	Learning about important people of the world and in history provides many patterns of conduct.
	Maturation necessarily precedes learning.
	Learning must take place to obtain goals.
Personality	Social contact with peer groups encourage social development.
	Approval from social groups develops self-confidence.
Social Needs	Social needs are motivating forces in determining individual behavior.
Stability	Standards of behavior are determined by established rules and laws.
	Routine and organization in life may encourage a feeling of stability.
Uniqueness	An appreciation of individual differences should replace prejudices.
	Children in every society make important and worthwhile contributions.
Values	The ideas and values of others must be recognized although they may not satsify our needs.
	Moral and spiritual values govern our behavior.

ELEMENTARY LEVEL 3-5

SOCIOLOGY

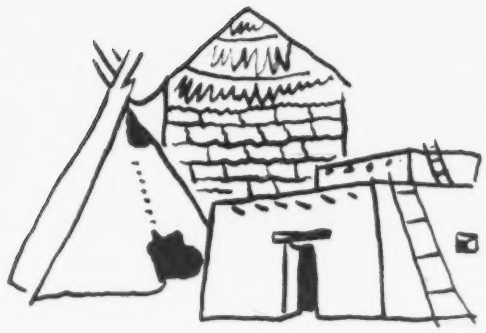


Change	Most new discoveries and inventions produce some changes in the society.
	Whenever two or more cultures come into contact, some change usually takes place in each culture.
	Natural causes, such as tornadoes, earthquakes, floods and plagues usually bring some change in the culture.
Culture	Much of the culture of any society is dependent upon its geographical location and the availability and abundance of natural resources.
	Social institutions are the structures which provide for the fundamental needs of a society.
	A culture cannot be judged inferior merely because it differs from one's own culture.
Group	Secondary groups are groups which have face-to-face relationships but lack the intimacy of the primary groups.
	The individual in a group is not important for himself but for the task which he perfomrs (as workers in a factory or shoppers in a supermarket).
	Clubs are formally organized friendship or congeniality groups which are multi-purpose (members share several activities together).
Institutions	The function of socialization of the new members of the population is carried out by the family and the institution of education.

	Maintaining order within a society and protecting it from other societies is the function of the institution of government.
Norms	Groups of people usually develop varying ways of acting, thinking and believing. The group enforces its norms by the use of sanctions (rewards or punishments used to control the behavior of the individuals). Groups structure the social life of individual persons.
Population	Where people live is closely related to geographic and cultural factors. The size and density of population affect the complexity of a culture. As population increases the culture becomes more complex. The size and density of population affect the degree of specialization in a society. Higher density of population produces more specialization.
Social Class	Societies often categorize people into groups called social classes. These classes are ranked from high to low by the society. The basis for grouping people in classes varies from one culture to another. The "open" class system allowing for mobility from class to class is an ideal of democracy.

INTERMEDIATE LEVEL 6-8

ANTHROPOLOGY



Culture	Culture is learned through social living. Every culture is logical when viewed in its totality. To a great extent, culture shapes how man behaves, feels and perceives.
Evolution	Man is a member of the class mammalia and the order primate. Man shares many physical characteristics with the other primates. Prehuman primates affected by environmental change evolved into man with his present characteristics.
Family	The family has taken a variety of forms throughout history. The family is the oldest of man's social groups.
Invention	Agriculture provided surplus which allowed men to specialize and resulted in inventions like writing and weaving. Specialists in tool making occur only in societies producing a food surplus. There is sufficient evidence to support the idea that writing was invented as a means of organizing commerce.
Language	Many language differences are a result of geographical and/or cultural isolation. Many language similarities are a result of trade, migration, and conquest. Related elements of language may be an indication of common ancestry. As a result of the growing complexity of societies languages become more complex.

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INTERMEDIATE LEVEL 6-8

ECONOMICS

Factors of Production

The factors of production must be combined before a product can be produced.

The factors of production are used in different proportions in various productive endeavors.

Financial institutions act as intermediaries for financing capital accumlation.

Banks produce services needed for indiviuals and business.

If investment increases productivity, a higher scale of living will result.

Market Economy

The market serves as a mechanism which enables people to register individual decisions.

Demand and supply are the forces which determine price in a market economy.

Under normal circumstances, the lower the price the greater will be the quantity demanded, and the higher the price, the lower will be the quantity demanded.

Government must pass laws to conserve natural resources when the public good is endangered by individual desires.

Individuals pay for public goods and services through taxes.

Some goods produced by government are used by everyone.

Money

Money is backed by the government's promise to pay.

Money travels in a circular pattern.

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Scarcity	All men must answer the basic questions of what, how and for whom to produce. Individual wants are always changing, but collectively wants are always increasing. Consumption goods are those goods which satisfy our wants directly. Capital goods help us produce consumption goods. Every society develops an organized system for making decisions. The kind of economic system a society develops will depend on the values that the society holds.
Specialization	Individuals specialize in jobs which they can do most efficiently. Geographic, occupational or technological specialization is a means of closing the gap between wants and resources. People trade with one another in order to more fully satisfy their wants. International trade occurs because the people of a nation need and want the products and services which other nations produce. International trade enables nations to specialize more efficiently.

INTERMEDIATE LEVEL 6-8

GEOGRAPHY

Areal Assocation	Association of map features may help delineate cultural areas.
Diffusion	The spread of cultural characteristics takes place more readily along established trade routes.
	Physical barriers influence diffusion less today than previously.
	War may advance diffusion.
	The institutional forces of a society may retard the rate of diffusion.
Spatial Distribution	Usability of an area may be affected by spatial distribution.
	Masses of people tend to inhabit the most desirable place on the land containing the most favorable combination of soil, water and air.
	World tension can be caused by spatial distribution.
Spatial Interaction	Spatial interaction may result in changes in culture.
	Movements of wind, water and ice influence topographical configuration.
	Movements and connections within the physical world are frequently influenced by man.
	The degree of spatial interaction may be determined by political relationships.
	The need for natural resources fosters spatial interaction.

INTERMEDIATE LEVEL 6-8

HISTORY

Cause and Effect	Successful changes are influential in bringing about further changes.
	Change can bring a nation progress or destruction.
	Democracies allow alterations in government.
	Progress depends on response to challenge.
Change	Cultures change at varying rates and in varying degrees, but all do change.
	Democracies allow more people to be involved and influence type and rate of change.
	All cultures do not agree on what progress is.
	People may resist change, but it is inevitable.
Historical Method	The same facts may be interpreted in different ways.
	All writers are biased, making "facts" difficult to separate from fiction.
	Knowledge of past solutions to problems can be a valuable aid to solving present problems.
Values and Beliefs	People of different cultures have differing points of view.
	People, institutions, cultures and countries must be flexible and possess the ability to adapt, or they fall or are ignored.
	Reforms begin as a belief of some individual.
	All cultures do <u>not</u> value freedom equally.

INTERMEDIATE LEVEL 6-8

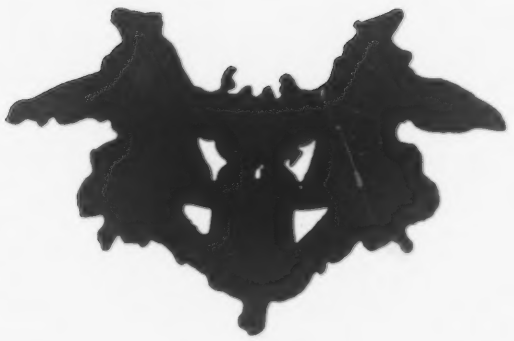
POLITICAL SCIENCE

Change and Stability	Not all leaders are popularly elected. Population growth creates problems for political systems.
	Economic pressures create stress for political systems.
Citizenship	Some individuals in present and past society have not been accorded rights and liberty.
	Concepts of rights and liberties have developed through the ages.
	In the United States, the Bill of Rights specifies individual rights.
Decision Making	Ways to make binding decisions are worked out by a society for its own preservation.
	Laws may limit and provide freedom at the same time.
	The laws of a society reflect the gradual decisions of the past.
Government	Laws are made in different ways in different countries.
	In the United States, the Constitution provides the basic framework of our political system.
	Governing systems may be based on a written constitution or established ways of doing things.
Idealogies	National competition sometimes leads to colonial wars.
	Systems of alliances usually precede war.
	Differing economic systems interact.
	There is a need to coordinate state and federal activities under the political system of the United States.

Interdependence	Interdependence is never fully achieved and is not a natural condition of life. There is conflict and competition in every society with disagreement about the necessity of depending on other societies.
Power and Authority	Majority acceptance of a political system is necessary for its effectiveness. Some political systems force decisions upon people. Conformance to rules may be based on fear.
Values	How and what information should be disseminated raises ethical questions. Political power may corrupt. Change in government ordinarily prevents corruption.

INTERMEDIATE LEVEL 6-8

PSYCHOLOGY



Learning and Maturation	Schooling is important to success.
	The solving of problems involves cooperation, adaptation, resourcefulness and persistence.
	We must depend on experts in all areas and be careful in knowing, selecting and using experts.
Personality	Greater independence from family means greater dependence on society for self-development.
	Group pressures influence personality development.
Social Needs	The desire for independence affects social behavior patterns.
	The need for acceptance in the peer group motivates behavioral change.
Stability	Social customs, codes and institutions tend to give stability to the behavior of individuals.
Uniqueness	Individual differences reveal not only differences but similarities among people.
	Adolescents may find comfort in having their problems shared by others.
Values	Undermining the character of one person to gain approval from another usually results in distrust and ill will.
	Respect for the right of others requires an understanding among races, nationalities and religious groups.
	An appreciation of religion, music, art and science is important in the formulation of culture.

INTERMEDIATE LEVEL 6-8

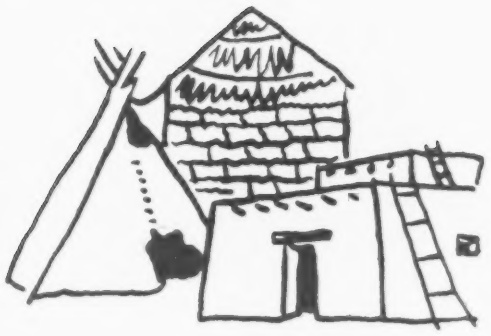
SOCIOLOGY

Change	As the cultural base increases, change becomes more rapid, since each new invention may lead to others through combination or rearrangement. Social movements (e.g. abolition, woman's suffrage, civil rights, religion) usually cause changes in the culture. Changes are often met with resistance by a number of the society.
Culture	Much of our culture is created through man-made objects and institutions. There is a high correlation between the degree of education of the mass population and the complexity of the culture.
Disorganization	Social problems may be produced when the values of one group are in conflict with the values of another group or groups. The greater the number of individuals that vary from the social norm, the greater the degree of disorganization.
Group	Some groups are temporary and may last for only a few hours or in some cases a few minutes (e.g. crowds, mobs, audiences). Organizations are formally organized but have only one basic purpose, and are therefore, often called special interest groups (such as a labor union, political party, or professional organization).
Institutions	Institutions represent an ideal pattern of social relationship. Institutions require machinery, both material and non-material, for their operation.

Interaction	Cooperation occurs when two or more persons work together to achieve a goal which will be shared in common. Conflict occurs when two or more persons oppose each other with more emphasis being placed on hurting or destroying the opponent than on achieving the goal. Socialization is the process by which the individual learns the social and cultural requirements of his society. Socialization is very important in shaping the individual's personality.
Norms	Laws are formalized norms enforced by the power of the state. Interaction establishes modes of conduct and creates social life. Sub-cultural groups often establish norms of behavior which may be alien or antagonistic to the larger culture.
Population	The population of the United States is largely a product of immigration. The population of the United States is rapidly becoming urban. The population of the United States is very mobile. Overpopulation occurs when more people live in an area that can be supported adequately by its resources. Overpopulation may affect international relations as crowded nations seek to expand their territory.
Social Class	Some criteria of class status in the United States are occupations (most important), education, amount of income, family background, place of residence and race or nationality. The "open" class system, one in which the individual may move from one class to another, is an ideal of democracy. Discrimination has prevented some minorities from achieving upward vertical mobility.

SECONDARY LEVEL 9-12

ANTHROPOLOGY



Culture

Cultures differ in the manner in which they provide for the basic needs of group living.

All cultural systems consist of a series of ideas and patterns of behavior.

Through study of the interrelationships between individuals and groups, the cultural beliefs and customs of people can be understood.

The study of the beliefs and behaviors of any culture is helpful in understanding our own culture, for there is evidence that people throughout the world shape their beliefs and behaviors in response to the same fundamental problems.

Evolution

The study of genetics provides insight into the adaptations man has made to various environments.

From a physiological standpoint there are no pure races and the physiological differences which form the basis for classification by race are relatively insignificant.

The differences among men, are individual differences found in all races and cultures.

Family

The functions of the family vary according to the society in which it exists.

The family plays an important role in the development of all individuals.

Invention	The complexity of tools is directly related to the complexity of the culture. Man's development of tools has reached a point where he is able to shape parts of his environment. Technological invention is responsible for man's increase in comforts. Through his tools, man is having a profound effect on the evolution of life on earth.
Language	All modern languages have equal ability in expressing basic ideas. It is evident that language, including written language, becomes a necessity in the evolution of culture. Each language is a self-contained system for categorizing and talking about experience. Languages with a common origin are discovered through a systematic comparison of their vocabularies for sound and meaning similarities.

SECONDARY LEVEL 9-12

ECONOMICS

Factors of Production

The entrepreneur combines land, labor and capital to direct production.

Without planned conservation, resources can be depleted or lost.

Wages are payment for labor expended.

Corporations facilitate capital formation.

The free flow of capital is one essential factor in promoting economic development.

Market Economy

Pure competition is essential in pure market economy.

Pure competition requires the entry of a large number of consumers and producers into the market, free flowing capital and information provided to buyers and sellers.

The U. S. economy is not one of pure competition.

The quantity of a profit produced is relative to the cost of producing the product and the price at which that product can be sold.

Demand depends on a number of factors which all act together.

Factors of demand include consumer tastes, money consumers are willing to spend, the price of alternative products and the availability of competing products.

Price is determined by the interaction of buyers and sellers in the market. A change in price may reflect a change in demand or supply or both.

	The interaction of demand and supply and the resulting price determine which goods will be produced and which goods will not be produced. In order to insure reasonable competition, government has enacted laws to regulate monopoly. Government influences the allocation of resources through its taxing and spending policies.
Money	The value of the dollar is measured by the amount of services or products it buys. Inflation and deflation affect the economic well being of a nation. The Federal Reserve System is charged with the responsibility of regulating the amount and rate of the money in circulation.
Scarcity	The type of economic system a society develops usually takes one of the following forms dependent on that society's values: 1. Traditional economy 2. Command economy 3. Market economy 4. Mixed economy
Specialization	Specialization may be the source of problems dealing with ownership, management and labor. Nations tend to specialize in producing goods and services that require larger quantities of their most abundant resources. International trade gives each nation larger markets which in turn allows nations to increase their production.

SECONDARY LEVEL 9-12

GEOGRAPHY

Areal Associations	Economic and cultural systems may be associated with densities of population, resources and technology.
	Patterns of political control often are allied with geographic patterns and densities.
	Technology is based upon the availability of natural resources.
Diffusion	The process of diffusion is dependent on the process of spatial interaction.
	A society tends to accept those elements from other cultures which most readily blend with their own.
Spatial Distribution	Patterns of human geography are often unstable.
	Patterns of social phenomena may not conform to patterns of physical phenomena; i.e., patterns of culture have expanded beyond physical barriers.
	A change in technology may revolutionize existing cultural or physical patterns.
Spatial Interaction	The effects of spatial interaction may alter the institutional framework of a society.
	Man's control over his environment is increasing.

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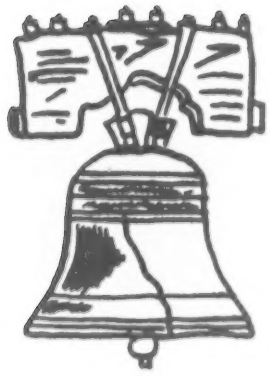
HISTORY



Cause and Effect	Advances in technology initiate transformations.
	Progress causes problems.
	Progress involves struggles.
	Causes of upheavals are complex.
	New problems demand critical analysis by informed citizens and may demand action.
	Decisions within the United States affect the remainder of the world.
	Customs and traditions may retard change.
Change	Technological progress has advanced faster than social progress.
	Changes in environment may be initiated by individuals or groups.
	Patterns of economic, social and political life are continuously altered.
	Urbanization, industrialization and migration initiate changes that create new problems.
Historical Method	All decisions are speculative. Past records of decisions may reveal alternatives.
	Complete objectivity in evaluating history is impossible.
Values and Beliefs	Equal treatment and justice for all is a goal of democracy.
	Values and beliefs of an individual are influenced by the experiences and the cultural background of the individual.
	Freedoms are constantly threatened.

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POLITICAL SCIENCE

Change and Stability	Revolution may indicate fundamental change in a political system while reform may indicate superficial change.
	Evolutionary change may progress through basic reforms.
	The United States political system has changed through constitutional amendment, new laws and unwritten customs.
Citizenship	There can be no liberty without individual responsibility.
	Citizen obligation to state and federal government may lead to conflict.
	Law and jucicial systems are designed to resolve conflicts between the individual and the state.
Decision Making	Binding group decisions are usually justified as being best for the majority.
	Sometimes a minority may move a society to action.
	There is usually disagreement over who has the right to make binding decisions and their nature.
	Laws reflect political decisions and are enforced by public authority.
Government	Political systems adopt many different forms (e.g. dictatorships, republics).
	Political systems differ in the amount and kind of regulation imposed.
	All political systems reflect many institutional factors.

	The U. S. government has been termed a representative democracy.
Ideologies	The United Nations attempt to coordinate national political systems.
	Much trade and cooperation exists without central direction.
	There is a division of opinion about the desirability of a world government and the participation of the United States in it.
Interdependence	A high degree of self sufficiency has characterized some societies past and present.
	Newly developing countries usually need outside assistance.
	Wealthy societies often depend on poor societies to maintain a high standard of living.
	Not all people achieve equal benefit from a condition of interdependence.
Power and Authority	Political systems may gain power as a result of stress conditions.
	Power arises out of the relationships of men.
	The assumption in a democracy is that the power of the states resides ultimately in the people.
Values	The spoils system and the merit system are concepts of politics.
	Choices in politics are not always easy to make.
	There may not be a line between right and wrong.
	Ethical conduct cannot easily be legislated.

SECONDARY LEVEL 9-12

PSYCHOLOGY

Learning and Maturation	Learners must identify problems and decide what solutions are appropriate.
	Objectivity is essential in analyzing problems.
	As a culture becomes inefficient or self-defeating in meeting the needs of society, individuals learn ways of changing the culture.
	Any person concerned wtih a social problem should consider the courses of action, collect and interpret data and take action consistent with the decisions reached.
Personality	Man's behavior is affected by his self-concept.
	Man learns how to get along with other people.
	Identification with groups affects growth of personality.
Social Needs	Sympathetic understanding by adults affects the social behavior of the individual.
Stability	The individual's ability to operate within an ordered environment results in mental stability.
	Health and safety practices are related to the individual's self-concept.
	Patterns of behavior are largely products of the past.

Uniqueness	Individual differences are multi-dimensional. Heredjty determines some individual differences. Environment determines some individual differences. Emotional responses contribute to cultural and artistic developments. Cultures have been enriched by the contributions of talented people.
Values	The basic substance of a society is rooted in its values. The moral and spiritual values of individual countries affect the world. Religious philosophies of the world contain many of the same values.

SECONDARY LEVEL 9-12

SOCIOLOGY

Change

Wars tend to increase the speed with which cultures change because interaction and inventions increase.

The material aspects of culture usually change more rapidly than other aspects. (cultural lag)

Social changes often bring about some disorganization in the society when different aspects of the society change at different rates. (There are many other cause of social disorganization.)

Culture

The acceptance of a custom or belief merely because it is a part of the culture, without knowledge of the facts or principles in which it is based or the reasoning by which it can be justified, is a cultural bias.

Because of ethnocentrism it is often difficult for a person to see another culture in a valid perspective and with objectivity.

It is possible for the individual more clearly to see and appreciate cultures other than his own if he applies the principle of "culture relativity" (the realization that any one of several cultural practices may satisfy the needs of a given society.)

Disorganization

A social problem exists when the following criteria are met:

1) There is a difference between what should exist and what does exist as perceived by the members of society.

2) A sufficient number of people are aware of and affected by the situation which exists.

3) The situation is capable of change.

4) The situation can only be changed by collective action by members of the society. Social problems can only be solved by changing basic social institutions.

Group

The in-group is a group toward which we have a sense of solidarity, loyalty, friendliness and cooperation.

The out-group is a group toward which we feel a sense of indifference, avoidance, prejudice, disgust or conflict.

Organizations usually expand to such a degree that they are made up of many small groups which interact within themselves but rarely interact with other groups of the same organization.

Institutions

The function of reproduction of the population is carried out through the family.

The function of maintaining a sense of purpose is provided for by the institution of religion.

The functions of institutions are both manifest (that which is intended or recognized) and latent (that which is unintended or unrecognized).

Interaction

Accommodation is a process by which conflicting parties or groups agree to stop the conflict. This does not mean that they are going to cooperate with each other—simply that they are going to tolerate each other.

Assimilation is the blending of two previously distinct groups into one unified group.

Stratification is the process by which people are ranked and placed in the social classes.

Norms	Values are feelings, for the most part unconscious, which the individual has in regard to what is right, good or important. The individual's behavior is greatly influenced by his values. Folkways are norms which are not considered to be extremely important or norms which if violated are not severely punished. One who violates the folkways is considered crude, a hick or uncultured — not immoral. Mores are norms which are considered to be extremely important. Violation of mores brands one as immoral but may lead to serious punishment.
Population	The age composition of a population greatly affects the culture. The rate of increase of a population is determined by both the birth rate and the death rate. Many factors may influence both rates; i.e., wars, famine, medical technology and age at marriage. Life expectancy can be affected by social class status, race, sex, place of residence, martial status, amount of income and occupation. (Urbanization)
Social Class	A person's class status affects his "life chances" for success. (Life chances include education, health, income, occupation and life expectancy.) A person's class status affects his style of life; i.e., the way a person lives, the clothes he wears, the automobile he drives and the luxuries he obtains. Some characteristics of the American social structure which cause a relatively high rate of upward social mobility are immigration, mechanization and differential fertility.